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ABSTRACT

Several factors support the new concept of open campus schools. Traditional high school study halls have outlived their usefulness as more and more teachers have found it appropriate to make nontextbook assignments to students. Youth's resistance to the arbitrary restrictions of school, the greater informality and freedom available in post-school and adult life, and the fact that many students have developed important educational activities outside the physical confines of the school provide additional reasons that support the open campus concept. Open education also promotes more individualized instruction, opportunities for independent study, and students' acceptance of responsibility for their own educational development. Open campus plans are also a way for high schools to develop a workable alternative to traditional high school programs and to break down the artificial barriers between the school and the community. This document provides suggested steps to be followed in planning, implementing, and evaluating an open campus program and some descriptions of successful open campus models. (Author/WM)

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OPEN CAMPUS

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In December of 1970 the Massachusetts State Department of Education adopted regulations which permitted local schools to develop and implement "open campus plans." The state defined an open campus high school as, "one that offers a variety of instructional choices rather than an educational program based on a 5½ hour custodial day."

State Commissioner of Education, Neil V. Sullivan stated his hope that open campus would provide: "more individualized instruction and opportunities for independent study and encourage students to assume responsibility for their educational development." The state also views "open campus" plans as a way for high schools to develop workable alternatives to traditional high school programs and to break down the artificial barriers between the school and the community.

As local communities have started to develop open concept plans they have advanced additional reasons for supporting the idea. Mr. Richard Mechem, principal of Newton High School has suggested that the traditional high school study halls have outlived their usefulness as more and more teachers found it appropriate to make non-textbook assignments to students. He also cited youths' resistance to the arbitrary restrictions of the school, the greater informality and freedom available in out of school and adult life and the fact that many students have developed important educational activities outside the physical confines of the school as reasons supporting the open campus concept.

A serious concern of Massachusetts authorities is that "open campus" will be viewed narrowly as a simple legal way to handle the problem of overcrowded schools in a financially attractive manner. That is to say--without the expense of new buildings or the inconvenience and expense of double sessions. Several schools such as Greenfield, Norwood, Falmouth and Weymouth have been at least partially moved by these factors. However, even some of these schools, such as Falmouth, have developed plans which not only handle the problem of overcrowding but try to institute significant educational changes into the schools.

GALLUP POLL OF PUBLIC ATTITUDES TOWARD PUBLIC SCHOOLS------1971

In the schools in your community do you think too many educational changes are being tried or not enough?

Too many	22%
Not enough	24%
Just about right	32%
Don't know	22%

John Kearney, of the State Department of Education is quoted in the Boston Globe as saying that: "If open campus is an honest attempt to

involve kids in making decisions about educational programs and in breaking down rigid high school structures, that's fine. That's what open campus is about."

It is apparent that there is an official hope that the new state regulations will open-up educational possibilities in the direction of the Parkway project, in Pennsylvania. To date, open campus developments in Massachusetts have generally been more modest in their goals and achievements. Watertown's "Home Base" program which permits some 100 students in grades 9-12 to develop their own individualized programs with a reliance on using the resources of the community as the main source of educational experiences appears to be the closest example to the Parkway model.

However, some schools simply release a few students, primarily juniors and seniors, from study halls. Both situations are extremes of the current efforts in Massachusetts. Most schools adopting the open campus have undertaken steps to broaden the nature of learning opportunities available to students; both within the school and outside in the community. When viewed in terms of what progress may be made in the future, over a longer period of time, the results to date are encouraging.

According to a current status report put out by the Massachusetts Department of Education the open campus schools are quite successful in their first year of operation.

The report issued by a committee chaired by Senior Supervisor, Peter N. Coffin cited the good progress schools have been making in reaching various objectives set for the open campus plan.

The report cites the fact that open campus schools are offering students increased educational opportunities in the following areas: occupational orientation, independent study and volunteer programs.

Occupational orientation is being provided both in and out of school by using community resources. For example, a Stoneham boy made arrangements to work with a veterinarian first period each school day. His interest and skill developed so well that he eventually assisted in operations and now has arranged to spend even more time working with the veterinarian.

The report indicates that the normal pattern for independent study is to have an advisor assigned to assist in organizational aspects of the study or if possible to serve as a resource person. The types of activities being worked on in independent study are varied and numerous. For example, one Ipswich student was able to arrange a program which allowed him to interact with author John Updike about the students own writing.

The evaluation committee found that school programs are tending to provide more and more students with opportunities to serve as volunteers to various groups and institutions.

It was also found that the open campus programs have encouraged schools to develop alternative instructional designs. Falmouth, for one, has developed a continous school day program which has permitted

blocks of time to be designated for open campus options throughout the whole day.

Most schools have been able to reduce the number of supervised study halls and thus opened up more unstructured time for teachers. Now instead of performing custodial duties teachers are teaching mini courses serving as advisors for independent study projects, assisting in guidance services and simply having more frequent and better quality contacts with their students.

While open campus schools have been functioning for less than a year, at the time of the report, a trend was seen in increased hiring of para-professional aides in order to improve the schools' abilities to meet the individual needs of students.

The report also saw mini-courses as a major aspect of open campus programs. The success of these brief, concise learning experiences on students has convinced many teachers and administrators that non-professionals from the community and even fellow students can indeed provide a beneficial learning experience for students. This is an important lesson to be learned: especially since mini-courses are not dependent upon an open campus format-and can be run effectively within a more traditional school.

The release of space once used for study halls has helped schools to develop more resource areas, lounges and, by dividing larger rooms, provided space for smaller group instruction.

The once lightly used grounds around the school and large less frequently used areas within the schools such as auditoriums and cafeterias are being used for both expanded auditorium programs and student lounges. Some schools have found that smaller unused areas such as music practice rooms and cloak rooms can now be effectively used for mini courses and seminars.

The report also sees better, more efficient use of libraries by students who really want and need to use them.

In his written introduction to the states' guidelines for open campus, Commissioner of Education, Neil Sullivan stated that: "Our schools should attract and hold pupils by merit not law, and it is in the hope of enriching our institutional fare that these guidelines to the open campus approach are offered." To date, it appears this goal is being approached.

SOME SUGGESTED STEPS IN PLANNING OPEN CAMPUS

The following are some suggested steps that should be taken in developing and implementing an open campus plan. Obviously, the order the items are given in is merely suggestive and a thorough study of local conditions and goals will determine both the additions and subtractions of the steps and the ofder that they are carried out.

1. Set up an advisory committee to develop the plan. Include students, staff, administrators, parents, school board members and citizens on the committee. It is also advisable to appoint members to

the committee that represent groups such as merchants, police and cafeteria workers who may be directly affected by specific parts of the open campus plan.

2. The committee should establish both general and behaviorially stated objectives for the program. It is important that these goals be honestly formulated with due consideration to both practical matters (such as overcrowding) and to purely educational goals: although the latter certainly must be dominant in real intent if open campus is truly to represent an educational advance rather than an administrative way out of building problems.

Since the objectives must be tied to evaluative instruments, it would be wise to gather information on the current status of each of these goals. If a goal is to increase the amount of student-teacher contact--how much contact exists now. This information will not only be used as basic data for future comparison but will also serve to legitimatize your objectives.

3. Set up regulatory policies. It will be necessary to establish the rules of the game so that everyone involved will know what is expected of them. Specific criteria should be established for accepting or rejecting students from admission to the program. Specific criteria should also be established for the suspension or revocation of these privileges.

Common procedures should be established in terms of how to deal with students who are violating the regulations. Many schools follow a specified and graduated form of punishments ranging from: a letter to the parents--a talk with the parents and a temporary suspension of open campus privileges and referral to guidance personnel--to a full and long lasting revocation of the privileges. These specifics should be established at an early date and should be widely publicized.

Consideration should also be given to who will serve as the judges of violations. Will this be an entirely administrative function or will a judiciary board of students, teachers and administrators be charged with this responsibility--subject to review by the principal?

It is also desirable to provide definite time periods at which time students who have been excluded from open campus privileges will as a matter of procedure have their cases reviewed and earlier judgments either confirmed or revised.

4. Set up the evaluation procedures. Within this area it is probably desirable to obtain some specialized help in selecting or developing the evaluative instruments. It is also important that dates be specified for periodic evaluation--analysis and review of the whole plan. In most cases, it is highly desirable that a special group (not the planning group) conduct the evaluation and report its findings to the advisory committee.

5. Great efforts must be made to determine all of the in-school and out of school opportunities that will be made available and to get firm commitments from those teachers, students, parents or community members who will be involved in implementing these programs. Since these programs lie at the heart of open campus, it is important that a thorough job be done in this area if success is to follow.

6. Parent contracts should be drawn up. These should include the statement that the parents have seen and understand the rules and regulations governing the program and a place for both the students and the parents signature—indicating their agreement to comply with these regulations. These contracts should be checked and drawn up by local legal counsel so that local state laws will be complied with.

At this point the school should also arrange to give parents the voluntary option of obtaining 24 hr. insurance coverage for their students.

7. Administrative consideration should be given to scheduling and space problems, attendance procedures, the provision of quiet study areas for students (particularly those who will not choose to participate in the open campus program or who may be restricted), provision of study carrels for students, construction of forms for notification of parents when their son or daughter are being restricted and the provision of spaces for teacher—student conferences.

8. Provisions should be made for an open campus coordinator. The job specifications might include the responsibility for scheduling and implementing all in—school programs; administering and supervising the use of the cafeteria and lounge, arranging and publicizing all out of school programs—working with the evaluation and planning committees and having responsibility for public relations, including the investigation and follow—up of all complaints. If these types of duties are not to be given to a coordinator then it is vitally important that specific decisions be established for each of these responsibilities and specific persons being designated to carry them out.

9. The staff should work out, in detail all of the necessary procedures for the development of an educationally sound independent study program.

10. Decisions must be made on the timing of implementation of the various steps of the open campus proposal.

Many open campus plans have followed the following type of sequence:

1. Institute late arrival and early dismissal policies which permit students to avoid study halls either first thing in the morning or last thing in the day.

2. provide an expanded in—school program of mini—course, seminars, auditorium programs, etc.

3. institute flexible scheduling at this time, if it has not been done previously.

4. appoint an open campus coordinator. Check on physical and human resources for off—campus parts of the program.

5. relieve all students involved from all study hall obligations and permit them to participate in the expanded in—school activities.

6. initiate independent study and off—campus options for some students.

7. relieve all students from all study hall obligations (all who desire to and who are not restricted) and permit either in—school or off—

campus options.

Within this format schools have taken various postures as to the time between each step and which grades should be involved. Many start with juniors and seniors at a certain step--certify that they are implementing this program properly--expand it to all grades that they choose to--and then begin the next step with the juniors and seniors--etc. These decisions, like all others depend upon local goals, resources and feelings.

THE MAIN POINT TO MAKE IS THAT SOME ORDERLY-CLEARLY DEFINED PROCESS SHOULD BE ESTABLISHED BEFORE GOING INTO OPEN CAMPUS PLANS: OR FOR THAT MATTER ANY OTHER INNOVATIVE PRACTICE.

WATERTOWN'S HOME BASE SCHOOL: PARKWAY MODEL

Watertown's Home Base High School is part of that town's public school system. It is an alternative to the traditional high school education. It is also unique in that its student body represents a full range of abilities and ambitions. A major assumption of the program is that students are responsible enough to manage their own education.

Home Base assumes that students can obtain a superior education by using the great variety of learning possibilities outside the classroom walls.

Presently there are 100 Home Base students. They are free to learn wherever they can find a teacher to meet their needs.

For example - by studying economics from bankers-electricity from union craftsmen, etc.

They may also study with their core staff of six teachers or take a course at Watertown High School. The entire greater Boston area and beyond serve as the classroom for these students. Only part of their time is spent in the Watertown quarters; for the most part they study outside in the larger community.

Any member of the larger community who has a skill to teach or knowledge to impart, and who is willing to volunteer to work with the students can be a member of the Home Base faculty.

Decisions about the school's operation are made by students and staff together on a one-man, one-vote basis, and weekly "town meetings," open to everyone involved in the school, are an important part of the schedule.

Individual students, with the aid of teachers and parents, design their own programs. Course offerings are only limited by a students' needs and imagination. A student can, if he wishes, explore by himself a single subject in depth with a member of the Home Base staff or an outside resource person. He can also join with other students in studying a subject of mutual interest or he can audit a course at a university.

Home Base represents students chosen by lot from among those who applied and represent a cross section of Watertown's students in grades

9–12. There are no academic or personal requirements for admission. Home Base has a completely flexible time schedule. Students can schedule their courses at any time of the day or evening that is mutually convenient for them and for their instructors.

OBJECTIVES: The following are a list of the various objectives stated by local schools for their open campus proposals. While a large variety of goals are mentioned, most schools can be said to be basing their programs on several key assumptions. Among these are:

1. That education need not take place solely in a school building and that other community resources can provide instruction and increase knowledge.

2. That the development of independence, maturity, self–discipline and responsibility among students are goals of equal importance along with the traditional goal of aquiring academic skill and knowledge.

and

3. That the provision of educational opportunities outside the school will permit an increase in the effective use of school facilities and staff and improve general school morale.

SAMPLE OF OPEN CAMPUS OBJECTIVES AS STATED BY SCHOOLS:

1. Promote an increase in the number and variety of educational experiences and activities available to students.
2. Enable students to develop self–direction and responsibility in the use of their free time and in the development of their own educational programs.
3. Make more effective use of school facilities–avoid overcrowding.
4. Make more and better use of the time and talents of the staff by removing some of the custodial functions of the schools.
5. Make better use of the talents and resources available in the community.
6. Develop flexible scheduling.
7. Provide a wider selection of courses.
8. Promote greater student participation in student activities.
9. Promote independent study.
10. Promote community service projects.
11. Develop better student–staff and school morale.
12. Improve academic achievement by getting students more involved in their own education.
13. Reduce the number of disciplinary cases.
14. Encourage greater student–teacher contacts.
15. Make education more relevant and personalized.
16. Help students to develop their creative potentials.
17. Provide more teacher time for planning, evaluation, and curriculum planning.
18. Provide an opportunity to experiment with new educational

designs.

19. Improve the climate of learning.

20. Avoid the problem of study halls.

21. Provide alternative methods for students to achieve the current goals of the schools.

22. A practical demonstration of the continuity of educational experiences beyond the school walls, school days and the school year.

23. Reduce the degree of the custodial functions of the schools, and

24. Improve the students concept of self–esteem.

NEW EDUCATIONAL OPPORTUNITIES

GOALS OF INDEPENDENT STUDY

1. develop a desire for learning–
2. develop self–motivation–
3. develop a persistence of effort–
4. develop a responsibility for ones own learning–
5. develop self–discipline–
6. develop initiative–

ON CAMPUS

The schools that adopt open campus plans have generally made provisions for providing an increase in the number and variety of educational alternatives and opportunities available for the students within the school itself.

Several suggestions can be made for the development of an effective on–campus program of alternatives on the basis of current experiences.

1. It is highly desireable to provide a wide variety of options and to have the options available as often as possible.

2. It is wise to consider the appointment of either a full or part–time special program coordinator to develop and coordinate these on–campus plans.

3. Sufficient funds should be allocated to support these programs.

4. Students should be surveyed as to their desires as to the types of programs that will be made available.

5. Parents, teachers, townspeople, teachers at nearby colleges and students should be surveyed as to those who could serve as speakers or conduct mini–courses or otherwise assist the development of on–campus programs.

6. An effort should be made to match the times that programs are offered with the number of students interested in that specific program.

7. Consideration should be given to, at least, offering partial academic credit for mini–courses that are offered.

8. Procedures should be established whereby students go to

optional activities during their free time---at the start of a class period and remain at that activity for the full period.

9. Provision should be made for student and/or adult monitors to insure that free students do not disturb those involved in regular classes.

10. The operation of a lounge area for relaxation would appear to be an important element in this type of program. Provisions of a juke box, games, newspapers, magazines, decorations, vending machines, etc. are important. It would also be wise to have a paraprofessional on duty to generally oversee the operation of the lounge area.

11. It is vitally important that all available options are advertised in advance so that interested students will be encouraged to participate.

• • • Winchester High School Students operate an information center as one successful way of communicating programs to students. • • •

12. Consideration should be given to inviting members of the general public or at least the parents of the schools' students to participate in programs where space permits.

WHO CAN HELP YOUR AUDITORIUM PROGRAMS?

Solicit--Universities and colleges, travelers, hobby organizations, business and professional people, industries, officials of city/town/state/ and federal governmental agencies, community service agencies, museums, libraries, musical groups, theatre groups, foreign consulates and embassies, private service organizations, newspapers, television and radio stations, representatives of the armed forces, cultural and nationality groups, political organizations, recreational groups, religious groups etc.

13. Where students serve as aides or tutors it is often adviseable to have the student provided with a job description and have some type of contract where the student agrees to serve for a specified number of periods each week. Some schools are considering giving some academic credit for this type of service.

MINI-COURSES

Most schools have developed extensive on-campus alternatives to provide students with beneficial alternatives to compulsory attendance at study halls. The most interesting developments, to date, have occurred in the area of mini-courses. As the list above indicates mini-courses can be almost about anything--they can be taught by students, staff-parents-townspeople-etc.--they can last for varying periods of time-from one term to a whole year. As an alternative to the penal servitude of the traditional study hall, mini-courses have great possibilities.

Some schools have adopted procedures whereby if a student is pas-

sing a regular course and has the permission of his teacher, he can absent himself from that class for one period per week in order to attend a mini-course. The student is expected to make up any missed work and to maintain his passing average in the class in order to continue taking the mini-course.

POSSIBLE ON-CAMPUS STUDENT OPTIONS

Extra-curricular activities---audit courses
Take extra courses---use resource centers-library
informal discussions---relaxation in lounge or other areas
use of instructional areas (art, poe., typing, shop, etc.)
consult with guidance personnel---confer with teachers
talk with administrators---work as A. V. helpers
Serve as office/library aides--organization/class activities
attend auditorium programs---work as lab assistants
take part of a full credit course that they failed
go to a supervised quiet study area---intramural sports
in-school internships---use computer center
go to a talking study hall---view television
engage in independent study activities---tutor other students
take a mini-course--work on the school radio station
attend an informal seminar---assist teachers--clubs
run the school bookstore--attend a simulation ETC.

POSSIBLE AUDITORIUM PROGRAMS

occupational information--films--panels--folk singers--
guidance programs-programs prepared by various classes--
discussion groups--college representatives-fashion-theatrics-
armed service speakers--special day programs-debates
political speakers-drug programs-black history-
college bowls ETC.

Schools which are giving academic credit to students for mini-courses usually base the amount of credit upon a consideration of how often the course meets in terms of time, the amount of work assigned outside of class, the recommendation of the teacher and in some instances a review of the course and its content by a faculty academic committee. The trend appears to be to provide credit only for those mini-courses while deal with academic type topics. However, many schools will make a notation of all mini-courses completed in the students permanent school record.

Several schools have incorporated mini-courses into their regular student scheduling by providing that a student may take a series of mini-courses in place of a single required full-year course in a subject. Normally, the students are given a choice of a number of approved mini-courses. For example, in the area of English the student might have

some choices of mini–courses such as:

basic grammar–business vocabulary–how to write an essay
the research paper–creative writing–journalism–films
the development of the English language–language in the Mass media
biography–Shakespeare–history of drama–the contempory novel
poetry through music–poetry of protest–science fiction **

ETC.

A SUGGESTIVE LIST OF MINI COURSE POSSIBILITIES

applied mathematics
camping
video–tape operation
college board review
local population study
crocheting
slide rule
ecology
guitar
philately
town policies
make–up application
folk singing
dangerous materials
home repair
dancing
history (any aspect)
drugs
car mechanics
speech
income tax preparation
electricity
geology
computers
office machines
short cuts to successful study
great books seminar
minority groups
how to apply to college
daily school problems
notehand/shorthand
science in the home
history of science
publishing
printing
child care
surveying
sculpturing
reading
crafts
review sessions
ham radio
stagecraft
semantics
playwriting
photography
writing
skiing
weightlifting
psychology
anatomy
law
first aid
sensivity training
mechanical drawing
personal typing
fashion
golf
tennis
college board review
salesmanship
gardening
papier mache
macrame
satire
public speaking
horsemanship
aviation
civil service
foreign relations
sailing
knitting
bridge
ceramics
folk music
chess
stock market
bonds
banking
cooking
logic
human relations
politics
foreign languages
navigation
health
key punch
value clarification
economics
rap sessions
group guidance
astrology
coaching techniques
travel
horticulture
film study
film making
newspaper analysis
mythology
job hunting
How To––anything
organizational theory
consumer education
fishing
The Roaring 20's

SOME ADDITIONAL SUGGESTIONS FOR MINI COURSES

animal husbandry; architectural drawing; architecture; badminton; bow–

ling; how to buy a used car; classic cars; instruction in cash register use; basic home circuitry; practical aspects of civil defense; arith. review for civil service tests; how to choose a college; if you're not going to college; how to read a college catalogue; selecting your second choice college; the college drop–out; I wish I'd known that before I went to college; Marxist dialectics and communist theory; comptometer course; computer appiications to chemistry; computer applications to physics; conservation in your community; organic cooking; vegetarian cooking; medical self–help; nurses aid course; comparative study: France–USA–Canada; ecological survey techniques; driving violations; fly fishing; scuba diving; European travel; beginning Greek–Latin–etc.; Roman drama; Mythology; ancient art; Archaeology; conservatism; eat and stay slim; creative embroidery; an experiment in ESP; stained glass workshop; portrait drawing; how to use a college library; research for enjoyment; Geneology; seminar for teenage smokers; stock market; girls shop; golden age of Hollywood; satire; modeling; model rocketry; family financial management; family living seminars; comparison of cultures; the generation gap; giftwrapping; golf; horticulture; landscaping; hunter safety course; making copper jewelry; how to apply for a job; law enforcement as a career; mathematics can be fun; analysis; history of math; the role of minorities in America; needlework; party decorating; ping pong; versification workshop; American third parties; psychology of creativity; radicalism in America; reading facility; science demonstrations in Tutoring; Southeast Asia; study skills; surveying; teaching as a career; the personalities of World War II; woman's changing role in the '70's; do it yourself wivh woodwork; pottery making; aviation; silversmithing; Yoga; sex education and V. D.; jewelry making; party policies–politics; student rights; rock evolution; psychology of advevtising; modern dance; censorship; flower arranging; hairdressing; Philosophy; youth's role in social work; tennis; seminar on writing college term papers; creative writing; retailing; handwriting analysis; and cake decorating.

PHASES OF INDEPENDENT STUDY

1. Directed–supervised–scheduled and guided.
2. Limited–some outside guidance and scheduling–some independence of choice.
3. Total Independent–no restrictions as to projects or use of time–informal assistance by staff.

DEFINITION OF INDEPENDENT STUDY

1. Student chosen activities
2. self–assigned
3. largely self–directed
4. require little formal checking
5. teacher serves as aide/supporter
6. activities may be short/long term

7. activities of interest to student
8. materials needed are readily available
9. can be for credit or not
10. can be remedial or enrichment

OFF CAMPUS ACTIVITIES

Many schools are providing those students who are authorized off-campus with identification cards so that violators of the regulations can be identified and held accountable. Most schools also appear to require students to sign out when leaving the school so that school officials will know where they are in case of an emergency.

Most communities offer a great number of possible options for off-campus educational opportunities. However, the greatest problem for the schools, at least initially, is the identification of these options and then coordinating them with the individual students who may be interested in a particular option.

While some schools simply permit students a near total freedom of choice in regard to off-campus activities (In these cases off-campus usually means a release to go home to avoid overcrowded study halls) others require close cooperation between the student and his teacher/counsellor in the development of specific educational goals and in the coordination and evaluation of the students progress in this area of activity. In either case, it is important that the school survey community resources and find out what opportunities are available and appropriate for their students.

IN THE 1971 GALLUP POLL OF PUBLIC ATTITUDES TOWARD THE PUBLIC SCHOOLS

31% of parents stated their belief in more time for independent study
27% were opposed
On the same question—56% of the students favored more independent study—with only 18% being opposed

POSSIBLE OFF-CAMPUS STUDENT ACVIVITIES

Tutoring in other schools
volunteer work or internship in
- —mental health centers
- —retarded classrooms
- —day care centers
- —nurseries
- —rest homes
- —model cities program

relaxation
jobs
work study
use of town/college library
museums
driver training
visits to other schools
visits to colleges

—hospitals
—red cross
—house of correction
In—service training in town offices
—police—legislature—
—fire dept.—welfare—
—school department
Independent study projects
Explore career opportunities
Serve as teachers aides
Go to a specialized community agency to remedy a deficiency
apprentice programs
industrial/business tours
develop/teach a lesson
work on a community service project
Demonstrate your skills to a local service organization
Take a college course
attend a cultural program
fulfill family obligations
fulfill personal responsibilities
attend a conference
attend a workshop
attend an institute

Since large numbers of students may be out in the community it is important that local merchants be informed and communicated with. Winchester Highs' system of early communication of the goals and expectations of the program to local businessmen along with the appointment of one businessman as a laison between the business community and the school would appear to be a sound practice.

Stoneham High School has developed an excellent program where some fifty businessmen, tradesmen, professional people and others in the community have agreed to welcome High School students into their offices and places of business to give them first hand career information.

Under this plan students will have the possibility to view career opportunities in: furniture business, retail sales, management, secretarial work, social work, nursing, medical records, medicine, medical technology, banking, restaurant management, pharmacology, religious ministry, real estate sales, property appraisal, insurance, trucking, tax work, commercial development, monument sales, veterinary medicine, law, dentistry, dental assistants, dental hygeninist, financial consulting, teaching, etc.

The list of possibilities is made known to students who then convey their interest to the teacher/coordinator of the program who arranges for the visitations. Amherst Regional High School is studying a similar proposal.

A few schools have permitted students to be released from regular classes in addition to dismissal from study hall obligations, under certain conditions, in order to participate in beneficial off—campus activities. The student in released if he is performing satisfactorily in the class, has parent and teacher permission and if the release of the class is not harmful to anyone involved.

An example of a more structured independent study program is found on page nine, in the description of the ALPS program of Amherst Regional High School. This program has gained wide approval from educators who have become aquainted with it.

PROJECT ALPS

Amherst Regional High Schools' attempt to develop a viable off—campus

program is highlighted by its project ALPS. ALPS stands for Alternative Learning Programs. It is an attempt to solicit persons in the community to join the school as adjunct teachers in order to facilitate the students learning experiences outside the school walls.

Once outside adjunct teachers are obtained the students are informed of the opportunities available and will confer with the adjunct teacher and the faculty member assigned to oversee his particular program. They will discuss their common needs, goals and scheduling. The final decision on the program is that of the faculty representative.

Sophomores, Juniors and Seniors, making satisfactory academic progress toward a high school diploma (as determined by the principal), having parental approval and filing a written request are eligible for admission to the program.

If the faculty advisor is accredited in the subject area the students' project is associated with and if the administration and faculty representative agree that the proposed project would fulfill the goals of a course already offered by the school, the student would be eligible to receive credit for his project and have it replace the course normally offered.

Specific statement of project goals, plans and expectations are a pre-requisite for such a project. The student may also be required to keep a journal of his activities. A weekly conference between the student and the faculty representative is required as well as a final oral or written report on the project. It is anticipated that eventually each student may have an independent review board evaluate his project. Present plans call for the adjunct teacher, student and faculty representative to submit either separate or joint evaluations of the project to the principal. If a grade is to be assigned, the faculty representative files a recommendation.

Schools adopting similar plans to ALPS normally consider the following situations as potential grounds for dismissal from such independent study programs: failure to live up to the contract for the project, disciplinary problems of a serious nature, unsatisfactory reports from the cooperating person in the community, lack of continuing student interest (most schools permit a student to voluntarily withdraw from such projects), an adverse effect on the students regular school program, parent request or frequent absence from the project.

IMPLEMENTATION:

In terms of implementation, many variations can be found in school proposals. However, the following procedures seem to be followed by most of the open campus schools, at this time.

1. Large scale efforts are made to use radio, television and the local newspapers to keep the public informed as to all developments in the program.
2. Orientation programs are frequently conducted for students and

sometimes for parents prior to the start of the program.

3. Parents are mailed information about the program, criteria for dismissal, parent permission forms, student request forms, and a listing of activity options during the summer.

4. Advice is given to parents as to insurance needs. Most schools have been able to obtain sufficient coverage under existing school policies. However, some schools require parents to certify that the student has 24 hour insurance coverage and all schools encourage parents to get additional coverage should they so desire.

5. Most schools, although there are exceptions, start the open campus program (particularly the off–campus portion) with seniors and possible juniors and gradually expand the program to other grade levels. in most schools, classes that are not initially permitted the off–campus option are permitted to participate in the on–campus activities.

Some schools, in other localities have started from a different perspective. For example, Franklin Pierce School in Tacoma, Washington is instituting an on–campus program expansion on a one day per week basis. Schools choosing this option might then expand to off campus activities for one day a week and then gradually expand the program in both directions. It would appear that all these limitations are aimed at ironing out difficulties when there is a smaller group of students involved and in gradually educating students, teachers and the public prior to wide–spread implementation.

FORMS

The forms used for obtaining parental permission for a students participation in the open campus program usually contain several common elements:

1. An agreement that the school and its representatives will not be held responsible for the students supervision or injuries during activities off school grounds.

2. An indication that the parents understand that the school may withdraw its permission for a student to participate for good reasons.

3. An indication that the parents understand that they may temporarily or permanently withdraw their permission for a student to participate at any time.

In some cases, parents are also requested to indicate whether the student has their permission to use a car for off–campus activities.

The student contract forms usually include the following provisions:

1. agreement by the student to abide by the criteria that is established for participation in the program---2. agreement to leave the school grounds promptly and to avoid loittering---3. a statement that the student understands that he may lose his privilege for any infraction of the rules and 4. an agreement by the student to attend all regularly scheduled classes and to avoid tardiness.

INFRACTIONS

There appear to be a variety of criteria for removal of student pri–

vileges. Some schools focus on removing privileges for any or all of the following specific reasons: loittering, vandalism, absence from class/ school, lateness for class, smoking on school grounds, failure in regular courses, disruption of regular classes, incompletes in regular course work and poor behavior in or out of school.

Some schools have set up complicated and detailed demerit systems which are tied either to the general school regulations (of which open campus rules are but a part) or to their specific open campus regulations. Most schools provide for a graduated system of restrictions, parental warnings, parent conferences and suspensions from the program based on the specific nature of the rules violation.

Schools, such as Avon High have developed an excelient system of procedures and forms by which they communicate with parents. Among the forms

SAMPLE CONTRACT FORMS

PARENT FORM

I,_____, understand and agree that when my son/daughter leaves the school grounds under the H. S. Open Campus Plan, the school staff, administration, school committee and the town of _____ shall not be responsible for his supervision nor for any injuries that occur to him during his movement to and from the school grounds or during activities in which he participates while off school grounds. I have read and understand the above procedures and responsibilities and agree to them. I certify that my son/daughter is protected by 24 hour insurance. I have read and agree to the above document and I do authorize _____ to participate: I do not authorize _____ to participate in the open campus plan and I assume full responsibility for him when he is off school property.

parents signature

_____

STUDENT FORM

I,_____, have read and understand the above procedures and responsibilities governing the open campus plan and I agree to abide by them. I also agree that if I choose to leave the school building and grounds, I will do so promptly without loittering around or near the school building or grounds. I also understand and agree that all of the open campus privileges will be revoked for any infraction of the above mentioned procedures and agreements.

Students signature

* Note: The date should be included on both forms—Also, this form is only suggestive and each state may have different needs.

are those which indicate the reasons why a student is not initially admitted to the open campus program, one which indicates why a student may lose his open campus privileges and one notifying parents why their son/daughter has lost his privileges. Avon High also makes provision for a periodic review of each of these situations. This would appear to be highly desireable.

EVALUATION

Evaluation of open campus programs are still in their infancy and while they often lack in precision several trends can be seen.

First, the most common problem areas that have been found are littering, vandalism, difficulty in locating students, tardiness for classes, some adverse opinions from adults who live close to the schools. Each school has a set of problems peculiar to its own situation.

In several cases, advisory committees have hoped to alleviate some of these problems by considering the following actions:

1. hiring of adult monitors to generally supervise lounge, corridors and outside grounds:
2. increasing the quantity and quality of on–campus alternatives:
3. avoiding small blocks of free time for students that might tend to promote tardiness:
4. study of the feasibility of letting high school students enroll or some or all of their courses in the same manner as college students:
5. stricter enforcement of rules already in existence and
6. a more gradual implementation of the program.

METHODS USED TO EVALUATE OPEN CAMPUS PROGRAMS

1. Faculty/guidance/administration subjective judgements on the program
2. the number and type of student projects undertaken
3. surveys/questionairres of how the students used their free time
4. correlations of time use and grades
5. correlations of time use and effort and conduct grades
6. surveys/questionairres/interviews to reveal student/teacher/parent/community attitudes
7. comparison of attendance records
8. comparison of grades with ones attained prior to open campus
9. surveys of general public attitudes
10. comparison of vandilism records
11. surveys/questionairres/interviews of non–teaching staff
12. survey of the quantitative use of community and school facilities
13. survey of attendance and reactions to auditorium programs and mini–courses
14. comparison of standardized test results
15. comparison of effort/conduct grades with those previously achieved

16. quantitative totals of student conferences and contacts with staff members

17. study of cummulative progress records on individual projects of students

SOME NEEDED ELEMENTS IN MAKING EDUCATIONAL CHANGES WORK

1. Thorough research of the innovations being considered.
2. Complete local study of factors that may influence the adoption of changes.
3. Developing a clearly stated and thoroughly understood definition of the changes to be made.
4. An administrative willingness to adopt the innovation, and the ability to exercise leadership in implementing the changes and the ability to encourage acceptance of the changes by the community.
5. An open school climate that fosters change.
6. A widely-based coordinating committee, composed of teachers, students, administrators, parents, school board representatives and representatives of the general public.
7. A staff that supports innovation and has or can acquire the skills needed to successfully implement the change.
8. Adequate materials, resources and funds.
9. Adequate time to plan and implement the program(s).
10. Community support.
11. Continuous evaluation, analysis and changing of plans as needed.

Evaluation of present programs has uncovered a number of very positive results. Most evaluations indicate that there is a greater amount of student-teacher contact and that this is regarded in a highly favorable manner by both students and teachers. Generally speaking, there has been excellent support by parents of the open campus experiments.

Measures of student morale tend to indicate that this difficult to measure quality has tended to improve in schools using the open campus plan. This appraisal is reinforced by the fact that most schools report less student unrest and discord than previously experienced under more traditional circumstances.

Evaluavion studies which have sought to measure the impact of the open campus on student grades have generally found no significant difference in the traditional types of academic achievement.

Most students seem to use their time in a producvive manner-although there is a minority in all schools who need continued guidance and structure. Some studies indicate that the most prevalent ways that students use their free time are: doing homework, independent study projects, relaxation and recreation, conferring with teachers and attending mini-courses.

Surveys of staff attitudes indicate that teachers, although often initially skeptical, generally support the open campus plan once it is adopted and implemented. Teachers also come to see their students as

more enthusiastic about school under the open campus plan.

It is apparent, from most evaluation results to date, that schools are getting greater productivity from their teaching staff when they are removed from traditional custodial duties of the school. Teachers who gain free time under the open campus plan tend to use it to: hold student conferences, take care of paper work associated with teaching, prepare for classes, hold informal talks with students, have increased contacts with other professionals, develop and teach mini–courses, prepare audio–visuals and participate in group work with students.

CONCLUSION

What lies ahead for the open campus schools?

Perhaps, Mr. Vincent Larocco, principal of Winchester High School summed it up best when he said:

"With all my continued reservations and with the rough road that lies ahead, I sincerely feel that we can't go back––– for the campus plan has opened up too many avenues to be explored, too many avenues which eventually will lead to the education of the individual, rather than the group."